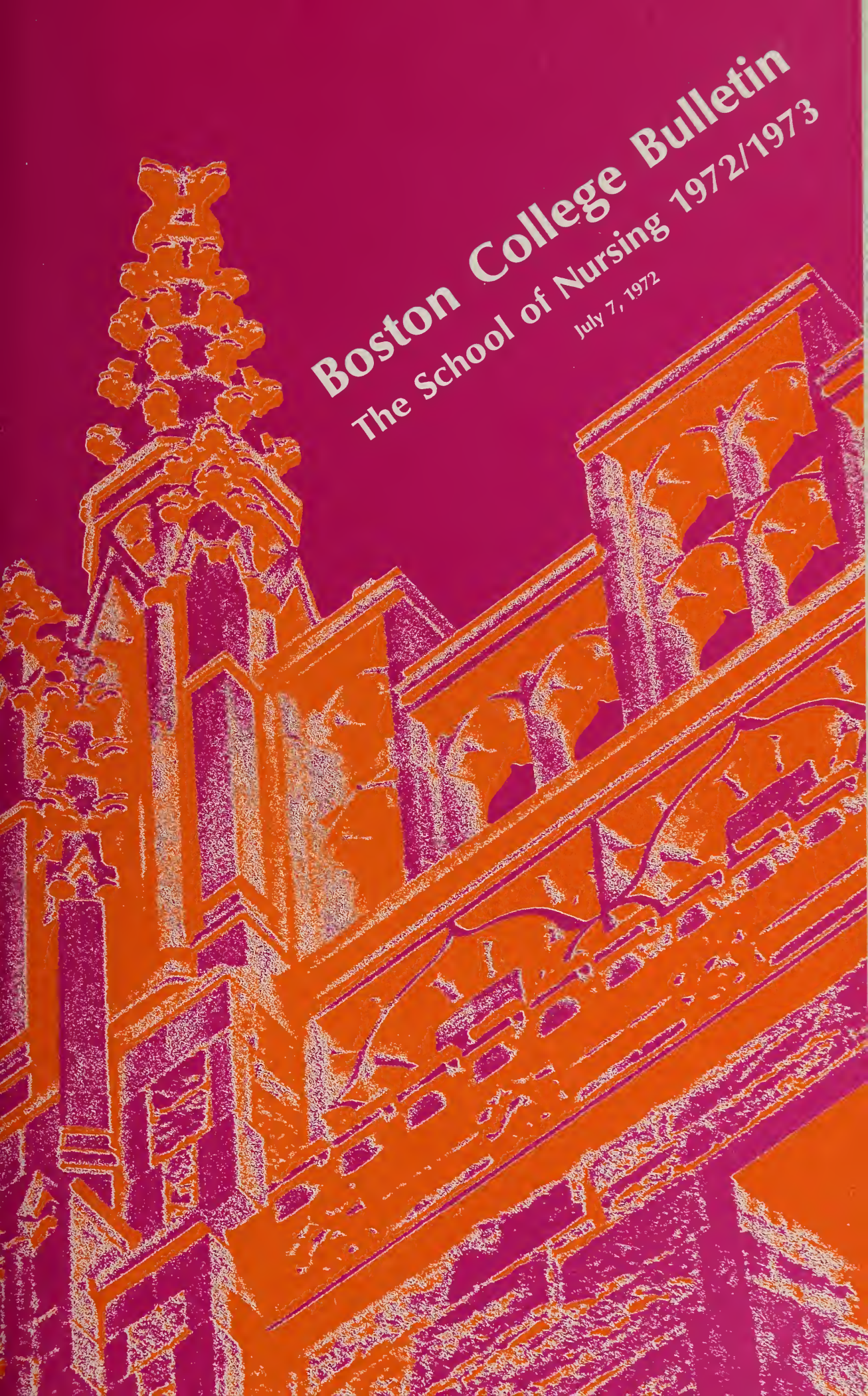


BOSTON COLLEGE BULLETIN

1972-1973

A black and white photograph of a Gothic-style building. On the left, a tall, ornate spire rises, featuring intricate carvings and a cross at the top. To the right, a large, arched window is visible, with a decorative metal grille. The building's facade is made of light-colored stone or brick, with various architectural details like buttresses and smaller windows. The overall style is characteristic of late 19th or early 20th-century Gothic Revival architecture.

Boston College Bulletin

The School of Nursing 1972/1973

July 7, 1972

On the Cover

A photographic representation of one of the finials of Ford Tower, Bapst Library, Boston College.

"The Margaret E. Ford Tower, into which the lovely recessed North Porch opens, is distinguished by a soaring medieval staircase ornamented with a corbelled balustrade. On the exterior, the Tower recalls Merton Tower at Oxford, with its squat bulk and fretwork like stone lace." (From *The Crowned Hilltop, Boston College In Its Hundredth Year*; text by Francis Sweeney, S.J.; The Hawthorne Press, 1962)

Design by Carol E. George, University Designer; photography, including the cover photograph, by Daniel Natchek, Staff Photographer.

Photographs on pages 2, 20 (upper right and bottom), 21 (top) and 31 by Lynn McLaren.

To the Reader

The *Boston College Bulletin* is intended for use as a source of information and continuing reference. Please save it or make it available to those who have need of it. Replacement copies cause expenditures which should more directly support the educational programs of the University.

Boston College Bulletin

Volume XLIV, Number 6, July 7, 1972

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The *Boston College Bulletin* is published ten times a year as follows: No. 1, January (*Law School*); No. 2, February (*Summer Session*); No. 3, April (*Graduate School of Social Work*); No. 4, May (*Evening College Preliminary Announcement*); No. 5, June (*Graduate School of Arts and Sciences*); No. 6, July (*School of Nursing*); No. 7, August (*Evening College of Arts, Sciences and Business Administration*); No. 8, August (*Undergraduate Admissions Information*); No. 9, September (*College of Arts and Sciences*); No. 10, December (*University General Catalogue*).

The School of Education and the School of Management will publish in May, 1973.

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Requests for divisional bulletins should be addressed to the individual School or College of the University. Requests for the *University General Catalogue* issue should be addressed to the Office of University Publications; requests for the *Undergraduate Admissions Information* issue should be addressed to the Office of Undergraduate Admissions.

Postmaster: send PS Form 3541 and all address corrections to the Office of University Publications.

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Boston College Bulletin

The School of Nursing 1972/1973



**Boston College
University Heights
Chestnut Hill, Massachusetts 02167**



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Boston College

The University

Boston College is one of the oldest Jesuit-founded universities in the United States. Its charter was granted to John McElroy, S.J., on April 1, 1863, by John Albion Andrew, Governor of the Commonwealth of Massachusetts. John Bapst, S.J., was the first President. As has been true of almost every leading college and university in the nation, the original intention was to provide collegiate instruction for young men in an atmosphere of a specific religious tradition. Boston College has followed the honored pattern of other American universities by growing into an eclectic institution of higher education. Its academic community is open to men and women of any and every background; its scholarly pursuits range the entire spectrum of contemporary thought and interest.

Boston College was first located in the South End of the City of Boston and continued there for its first half century. Shortly before World War I, Thomas Gasson, S.J., then President, purchased a property in Chestnut Hill, a suburb of Boston. In more than fifty years that have followed, the University Heights campus has grown to include forty collegiate structures and still retains much of its suburban beauty as well as an enviable prospect of the city six miles away.

The evolution of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College of Arts, Sciences and Business Administration were added to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox, Massachusetts, and the Schools of Philosophy and Theology at Weston—several miles west of the University Heights campus—all for the preparation of young men for the priesthood in the Society of Jesus—were established as schools of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, with its Graduate School (1957), is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Jesuit Educational Association, the International Association of Universities, the International Associations of Cath-

olic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

The School of Nursing

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, D.C., Archbishop of Boston, a program was offered in February, 1947 leading to the degree of Bachelor of Science in Nursing or Nursing Education to Graduate Nurses. In September, 1952, this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in Nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar year basic collegiate program was initiated. And in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the University campus and occupies its own buildings, the gift of His Eminence Richard Cardinal Cushing.

Philosophy and Objectives

The School of Nursing accepts and functions within the philosophy of Boston College, a Jesuit University which is committed to the search for human values and to the endless process of understanding called learning. Learning implies flexibility, immediacy and concern in confronting the problems of society in an era where a need for change and renewal is evident.* The identification of values which comes through learning enhances the development of a person who is free to seek knowledge and truth and to manifest these in his contribution to society.

Man, as a part of the community of humanity, has the capacity for fidelity, participation-involvement, self-actualization and has the right to the freedom to develop these capacities—at the same time recognizing that each of his fellow-men enjoys the same right. Man is striving to determine value; value in his life, his purposes, his existence. Each man has equal right and need to define value in the world in which he finds himself, and to determine his commitment creatively in the light of his defined values. We hold as valuable the reality that each man demands that his needs for health, love, self-esteem, and freedom be satisfied in the process of his development. In recognizing that the society of humanity is undergoing profound change and that the value systems of society are the responsibility of individuals who have defined their own values, the faculty expresses belief in and will support in their teaching, research and practice, the right of each person to optimal health care. They will support in their activity those changes in society's value systems which will make this right a reality.

Nursing moves freely and purposefully among the interactions of humanity-interactions with self, others and environment. It makes the basic assumption that a man's health needs are integrated with all aspects of his life,

* Abstracted from: *Notes Toward the Idea of a Catholic University*, Very Reverend W. Seavey Joyce, S.J., April 11, 1969; Chestnut Hill, Massachusetts.

and are affected by them. Nursing's impact is at the point of potential stress in existence where its presence is a force which can stabilize the milieu of persons who are confronted with a threat to wellness. Its activities are an outcome of learning and are based upon the individual's identification of a personal value system and upon the freedom of each person to develop his capacities and live his values. The independent therapeutic force of nursing requires continued research and evaluation.

We believe that the student has defined nursing as a value and is in the process of developing a commitment to it. To assist in this process, emphasis is placed upon providing those dynamic experiences through which health needs are recognized in the context of their occurrence. Those values exemplified by Christ which support the worth of each person are the foundation from which the student is assisted to expand his knowledge, awareness and feeling for his fellow man. Emanating from a spirit of inquiry, learning takes place perceptually and conceptually from experience, and from science, technology and the arts. The educational environment should encourage the individual to think critically, communicate effectively, act responsibly, and to mature as a creative member of society. Educational experiences are provided which require the student to define and evaluate a philosophy of nursing based upon personal values through his study in theory, research and practice. The experiences support the exteriorization of the philosophy of the student in developing and further defining his commitment to his professional and personal gain.

Objectives

It is expected that a graduate of the undergraduate program will:

- 1) Develop and identify a personal philosophy of nursing practice based upon his values.
- 2) Practice a competent level of health care by:
 - a) assessing health needs.
 - b) planning and providing therapeutic nursing measures.
 - c) purposefully interacting with others to promote wellness.
 - d) evaluating nursing care.
 - e) modifying his practice as a result of research findings.
 - f) working actively to promote change in systems of health care to insure optimal health services for each person.
 - g) addressing himself to social issues which have implications for the health of society.
- 3) Evaluate his effectiveness as a professional nurse.
- 4) Take responsibility for his continued personal and professional growth.

Accreditation

The program is approved by the Board of Registration in Nursing, Commonwealth of Massachusetts, and accredited by the Accrediting Services of the National League for Nursing.

Major Cooperating Hospitals, Community Agencies and Associations

Boston City Hospital, Boston
Brockton Visiting Nurse Association and Surrounding Agencies, Brockton
Cambridge Hospital, Cambridge
City of Boston, Department of Health and Hospitals, Boston

Joseph P. Kennedy, Jr. Memorial Hospital, Brighton
Massachusetts General Hospital, Boston
Massachusetts Mental Health Center, Boston
Saint Elizabeth's Hospital, Brighton
Saint Margaret's Hospital, Dorchester
Sancta Maria Hospital, Cambridge
South Shore Hospital, Weymouth
Tufts-New England Medical Center, Boston
Visiting Nurse Association, Boston
Visiting Nurse Association, Framingham
Visiting Nurse Association, Waltham



General Information

Academic Information

Academic Regulations

Regulations regarding grades, Dean's List, failure, dismissal, attendance at class, absence from examinations, and eligibility for participating in sports, major activities, and class office are published in the Boston College *University Student Guide*.

The program combines an academic and basic nursing professional course and leads to the degree of Bachelor of Science with a major in Nursing.

The first two semesters are devoted primarily to general academic studies. The third semester the student begins her clinical practice in various hospitals and other health agencies. Instruction and supervision in all courses of study are given by the faculty of the Boston College School of Nursing.

Registered Nurse students are admitted directly into the basic program. Examinations for advanced standing in nursing subjects are required (Medical-Surgical Nursing, Maternal and Child Nursing and Psychiatric Nursing. Those who qualify in the above mentioned examinations will receive advanced standing.

Registered Nurse students also may take examinations for advanced standing in the biological, physical and social sciences. Students who qualify in these areas will be exempt from the required courses and will receive advanced standing. Those who do not pass the examinations in the science areas are automatically enrolled for the course or courses required.

Registered Nurse students are encouraged to enroll for full-time study to complete the requirements for the baccalaureate degree.

Class Attendance

As part of their responsibility in their college experience, students are expected to attend classes regularly. However, no penalty is attached to non-attendance. Freshmen who are not on the Dean's List after their first semester are expected to attend all classes.

Students, whose irregular attendance at classes threaten to lower their academic achievement or lead to failure, will be informed by faculty members or referred to the Dean.

At the beginning of a course, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material, will be announced.

IN ALL COURSES WITH NURSING NUMBERS, REQUIREMENTS FOR ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE ARE THE PREROGATIVE OF THE INSTRUCTOR IN THAT COURSE.

Class Load and Employment

Students registered for twelve semester-hours credit are considered full-time students. Full-time study is limited to seventeen semester hours during the first semester, and additional hours may be carried in subsequent semesters only after the student has demonstrated an ability to carry the extra responsibility.

A semester hour represents a lecture course which meets for fifty minutes duration once a week through a semester; or a laboratory course which meets for one hundred ten minutes duration once a week through a semester.

Class Standing and Promotion

The standing of a student is determined by a weighted semester average. A review of each student's record is made at the conclusion of each semester by the Committee on Promotions which recommends promotion in the program. A student must maintain a cumulative average of C— as the minimum standard of scholarship. A grade of below a C— in either the theory or clinical component of a course in the nursing major is considered definitely unsatisfactory and will be reviewed by the clinical coordinator for appropriate action. The student may be required to withdraw, repeat the course or continue with a warning.

The college reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and active cooperation in all the requirements of conduct and academic work. In this matter the college believes itself to be the better judge of what affects the best interests of the college and of the student body. Once a student registers and attends college, she is held responsible for the regulations and traditions of the college.

Classes for Part-Time Students

Each semester courses are offered by the School of Nursing in the late afternoon and evening to accommodate part-time students unable to attend day classes. Information regarding these courses may be obtained within one month of the beginning of the semester. Information concerning general academic courses in the evening may be had by consulting the bulletin of Boston College Evening College of Arts, Sciences and Business Administration.

Graduate Study in Nursing

Programs leading to the degree of Master of Science are offered in four clinical areas of Nursing; Community Health; Maternal-Child Health; Medical-Surgical; and Psychiatric-Mental Health. All programs offer preparation in the functional area of teaching and in clinical specialization. For specific information consult the Bulletin of the Boston College Graduate School of Arts and Sciences.

Intersession

Nursing Process Practicum (Nu-121) is offered to Registered Nurse students during this period.

Office Hours

The School Year: When classes are in session the office is open from 9:00 A.M. to 5:00 P.M. on weekdays except Saturday.

The Summer: The office is open from 9:00 A.M. to 4:45 P.M. on weekdays except Saturday.

Special Students

A mature student who desires to pursue certain courses without becoming a candidate for a degree may be admitted by the Committee on Admissions on presentation of evidence of ability to pursue the courses selected. Work done as a special student cannot count towards a degree unless the entrance requirements of the School of Nursing have been fulfilled, and all courses have had prior approval by a faculty adviser.

Summer Sessions

Boston College conducts a Summer Session at which students of the School of Nursing may enroll for academic courses and selected nursing courses. Prior approval for taking these courses must be obtained from the Registrar of the School of Nursing. Information regarding these courses may be obtained after April 15, at which time the Summer Session issue of the *Boston College Bulletin* is available.

Admission

Requirements for Admission

Boston College is an academic community whose doors are open to men and women of all races, colors and national origins.

Applicants for admission to the Boston College School of Nursing should communicate with the Director of Admissions, Boston College, Chestnut Hill, Massachusetts 02167. Application forms and complete information regarding entrance requirements will then be furnished.

General Requirements: All applicants to the School of Nursing must complete courses in the areas of English, algebra, geometry, physical sciences, and foreign languages. The minimum requirements are as follows:

English, 4 years

Social Studies, 1 or 2 years

Algebra, 2 years

Science, 2 years

Geometry, 1 year

All candidates must take the Scholastic Aptitude Test administered by the College Entrance Examination Board. Students must also take Achievement Tests in English, Mathematics and one elective. Application forms and information bulletins for the College Entrance Examinations may be obtained from the high school Principal or the Director of Guidance or by writing directly to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey or P. O. Box 27896, Los Angeles 27, California. It is advised that the Scholastic Aptitude Test be taken in the December series and the Achievement Tests in the January series. Candidates are urged to take these tests not later than March.

In addition applicants must meet the health requirements set by the school and must present evidence testifying to their good moral character and their general ability to meet the standards of the school.

Additional Admission Requirements For Registered Nurse Students

Applicants seeking admission as Registered Nurses should return the completed application forms to the Director of Admissions, Boston College,

Chestnut Hill, Massachusetts 02167. Applicants must be graduates of or in the final year of a diploma or associate degree program offered by a state accredited school of nursing. No application can be processed by the Admissions Committee and given final review until all of the following information has been submitted on official Boston College forms.

(1) A formal application for admission which includes an official high school transcript. (2) A transcript of the nursing school record mailed directly from the Director of the School of Nursing. (3) Official transcripts of all collegiate credits earned at other institutions. (4) A letter of recommendation from the Director of the School of Nursing indicating fitness for college work. (5) A record of pre-entrance physical examination to be completed by your own physician on the Boston College form.

A registered nurse student from another college of approved standing may transfer to Boston College School of Nursing. Those courses will be accepted in transfer which are equivalent to courses offered at Boston College and are of a "C" average. No more than 60 credits will be accepted in transfer. The transfer student must complete at least 60 credit hours at Boston College*

Counseling, Advisement and Mental Health

A professionally staffed Counseling Office located in each of the undergraduate colleges assists students in matters pertaining to educational planning, career decisions, personal adjustment, and mental health problems. Provisions for individual contact in the areas of academic and vocational advisement, as well as counseling and psychotherapy, are included among the services.

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility with which Boston College is affiliated. Students may request a referral from one of the campus Counseling Offices, or may contact the College Center directly for an appointment. In emergency this service is available outside office hours (262-3315).

The psychologists staffing the Counseling Offices believe that the development of some types of personal potential and the solution of some adjustment difficulties can be achieved most effectively through group experience. These groups are available by referral by both the Counseling Offices and the College Center.

The Counseling Offices in the four undergraduate colleges are administered by individual directors. They are coordinated in function, and purpose, by the Director of University Counseling Services and the University Council for Counseling Services. Each office is generally available to students from any of the undergraduate schools within the University. The offices are located in Gasson Hall, Room 114; Fulton Hall, Room 205; Cushing Hall, Room 103; and Campion Hall, Room 104.

Financial Information

Annual Expense Requirements

Boston College is not an endowed institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and for other collegiate requirements.

* In exceptional cases, a minimum of 3 semesters of full-time study may be allowed.

Summary of Annual Expense Requirements

General Fees

Application fee (not refundable)	\$ 10.00
Acceptance Deposit (not refundable, but applicable to tuition)	100.00
Registration—new student (not refundable)	10.00
Late Registration Fee (additional)	10.00
Achievement Examinations Fee	5.00
Tuition—payable semi-annually in advance	2600.00
Intersession for R.N. Students (per semester hour credit)	85.00

Special Fees

Tuition—per semester hour—part-time students	\$ 85.00
Registration Fee—per semester—part-time students	5.00
Biology Laboratory Fee	50.00
Chemistry Laboratory Fee	50.00
Absentee Examination	10.00
¹ Certificates, Marks, etc.	1.00
Health Fee (payable annually in advance)	130.00
(Including Accident and Hospitalization Insurance)	
Graduation (including School Pin, Invitations and Diploma) ..	25.00
Student Identification Card	5.00
Malpractice Insurance (for sophomores, juniors & seniors) ...	10.00
Room and Board (Dormitories)	1250.00
Modulars and Board	1350.00

Uniforms

² Regulation Boston College School of Nursing Uniforms, Coat .	\$ 90.00
³ Public Health Nurse's Uniform and Cap	18.00

Holders of full scholarships are not exempt from the payment of Registration, Laboratory Fees, etc., at the time prescribed.

Payment of tuition and fees must be made by check or Postal Money Order for the proper amount, payable to the School of Nursing, Boston College, and sent to:

Office of the Treasurer
Boston College
Chestnut Hill, Massachusetts 02167

Refunds

Fees are not refundable.

Tuition is refundable subject to the following conditions:

- a. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING AND DIRECTED TO:

Registrar, School of Nursing
Boston College
Chestnut Hill, Massachusetts 02167

- b. The date of receipt of withdrawal notice will determine the amount of tuition refund.

¹ No transcript of academic records will be sent from the Office of the Registrar during the periods of Final Examinations and Registration.

² Uniform costs are quoted approximately at current rates. These uniforms are required at beginning of the second year.

³ Required at the time of the Public Health Nursing Assignment.

If formal notice of withdrawal is received within two weeks of first class, a refund of 80% of tuition is made.

If formal notice of withdrawal is received within three weeks of first class, a refund of 60% of tuition is made.

If formal notice of withdrawal is received within four weeks of first class, a refund of 40% of tuition is made.

If formal notice of withdrawal is received within five weeks of first class, a refund of 20% of tuition is made.

No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account, for subsequent use, he should notify the Treasurer in writing to rebate the cash allowance on his account.

Any changes in tuition or fees are effective for all students at the beginning of the school year following publication.

Boston College reserves the right to change the rate of tuition and fees whenever such action is deemed necessary.

Financial Aid

General

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his own earning capacity, followed by the income and assets of his immediate family. Independent students and married students should consult with a financial aid officer before applying.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a confidential financial statement must be filed, along with this application. Confidential statements and applications must be filed each year whether or not the student has filed previously. There are no exceptions even if the recipient has been informed that his assistance would be renewed automatically according to the conditions stated in the Award Letter.

The following types of aid are available individually or in combination.

Boston College Scholarships

These are based on need and academic performance or potential, and are designated for entering freshmen, with renewal contingent on academic performance. It is mandatory for students holding or applying for this type of aid to file both application and confidential statement each year.

The Rita P. Kelleher Scholarship is a special award made to a Junior student for that year only. Students apply by letter or form at the beginning of the second semester of sophomore year. The award is made on the basis of financial need, scholarship, and service to the University.

Educational Opportunity Grants

Undergraduates only should apply. These are grants made available by Boston College from federal funds, to students who meet certain family income standards. Grants range from \$400 to \$1000 per year and may be renewable upon reapplication as long as need continues.



Nursing Scholarship Program

The Department of Health Manpower provides funds to Boston College for a Nursing Scholarship Program. Awards are made on the basis of need, as determined by the Parents' Confidential Statement. Under this program the maximum award that can be made to a student is \$2000 per year.

Nursing Student Loans

Nursing students may apply for up to \$2500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins, 9 months after the student ceases to be a full-time student. A period of grace is allowed for time spent in full-time graduate study, military service or Peace Corps service. Cancellation of up to 85 percent of the loan plus interest may be cancelled at 15 percent a year for the first three years and 20 percent a year for the next two years. Loans are made on an academic-year basis only and must be reapplied for each year.

Federal Work-Study Programs (Summer, Fall and Spring Term)

With the assistance of Federal funds, the University is able to provide many employment opportunities either on the campus or in various off-campus agencies both in the greater Boston area and, in many cases, in the student's home community even in other states. Some of these jobs provide work experience directly related to the student's educational objective while at the same time providing regular income for educational expenses. Students are limited to 15 hours per week during a school term but may work 35 hours per week during the summer or other school vacations. Eligibility is based on need, and earnings must be related to total educational costs. Students must be reauthorized for each pay period before reporting to the employing agency.

Regular Campus Employment

Many opportunities are provided for part-time campus employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than one half tuition, during the course of the year, in this fashion.

Note

The University's estimate of a student's need is based on an analysis of information supplied on the financial statement. Frequently, various forms of assistance must be combined to meet the student's need. In the event an applicant receives other assistance after the financial statement is received, the college may be required to adjust the total amount of aid promised to a student. All financial-aid resources are limited in some way, and it is our intent to use these resources in such a way that the greatest number will benefit.

Health Program

The Student Health Plan is designed to guide the student to attain and maintain optimum individual health through a program of preventive and remedial services.

The Program is under the supervision of the Student Health Unit and

Infirmary. The Health Unit is open 24 hours a day during the academic year. Services include out-patient clinics, emergency service and in-patient care.

Enrollment in the University Health Service Plan is required for all full-time undergraduate nursing students. This plan must be supplemented by a hospitalization insurance, either by membership in a family plan or in the Boston College student insurance plan. The latter requires an additional premium.

Students must each have a complete physical examination prior to entering the program and during the junior year. These examinations may be completed by student's own physician or arranged through the Boston College Student Health Unit. In either case, the student is financially responsible for the examinations.

Students will not be permitted to begin clinical practice until they have presented evidence of these required physical examinations.

Honors Program

The Honors Program in the School of Nursing was established in 1969, in the belief that students who are creatively and academically gifted could better explore the full potential of their talent through a curriculum especially designed to foster independence of thought, a spirit of inquiry, and openness to change.

The Honors Program in Nursing supports the broad philosophy of the School of Nursing, as well as that of the Honors Program in the College of Arts and Sciences. In addition to the goals implicit in those philosophies, the Honors Program in Nursing aims to prepare professional nurse practitioners who are clinically superior.

Honors students in Nursing spend their first two years at the University as members of the Honors Program in Arts and Sciences, engaged in courses with members of that program and Honors students from the School of Education. Such close interaction and exchange of ideas among students from varied disciplines not only enhances personal and intellectual growth, but provides the basis for effective interdisciplinary rapport in future professional practice. During the third and fourth years of study, they participate in a clinical curriculum which strives to remain open and responsive to the needs of the recipient of health services as well as the educational needs of the students themselves. The Honors faculty will encourage students to be creative, innovative and flexible in their practice of nursing; and to approach problems of nursing practice with a spirit of inquiry, while drawing from theory, research and practice in nursing and other disciplines in attempting to solve such problems. Honors students are assisted to develop the above characteristics in a variety of settings which are concerned with the promotion of health for the entire population.

The program also seeks to develop nurse practitioners who have, through the process of an Honors education in Nursing, conceptualized a personal philosophy of Nursing, and who are willing to act on that philosophy. The student will consequently be encouraged to examine current and traditional philosophies of nursing and health care and challenge these when necessary, in light of changing health needs and demands for health services within the population. Because the Honors Program utilizes a tutorial approach to nursing education, students will be encouraged to be active participants in the educational process.

Beginning students in the School of Nursing whose records indicate superior aptitude or achievement and who seem sufficiently motivated to at-

tempt the demands of enriched and accelerated courses shall be invited to apply for membership in the Honors Program. Participation in the program is voluntary, and final selection of Honors students is based on the recommendation of the Dean of the School of Nursing and the Directors of the Honors Programs in the School of Nursing and the College of Arts and Sciences.

Library Facilities

One of the principal factors in the intellectual life of the students at Boston College is the Library. The entire resources of all Boston College Libraries are available for student use. In addition, the School of Nursing has its own professional Library on the top floor of Cushing Hall. The Library consists of books, pamphlets, microfilm and a large collection of periodicals related to nursing. It is a member of the Boston Medical Library, the Catholic Library Association and the Medical Library Association. The other libraries of the University are also available for student use.

Residence Facilities

Boston College provides student housing accommodations in complexes on the Upper Campus, Lower Campus and South Street area for undergraduate men and women. Living in a private home as a tenant or in exchange for light work is another type of housing available in the University area. Many upperclassmen and graduate students group together and rent apartments throughout metropolitan Boston.

For the freshman year, students are encouraged either to reside at home or in a dormitory. Students living within twenty miles of Boston College generally must commute because of the shortage of dormitory space. If housing is desired please note this when making initial application for admission to the school.

On-campus housing is not available to Registered Nurses, graduate students, or married students. Information regarding rooms in private homes and apartments can be secured by writing to the Off-Campus Housing Office. Since many colleges are located in Boston, apartments sometimes are difficult to locate and the prices will be relatively high. About two months prior to the opening of classes is a good time to begin locating apartments.

University Services

For complete information on University services consult the Boston College *University Student Guide*. This publication is available in the Office of Student Activities, McElroy Commons.

Program of Instruction

Program Leading to the Degree of Bachelor of Science*

The following University core requirements (36 credits) are to be fulfilled by all undergraduates over a *four-year* period:

- 2 Courses in Theology
- 2 Courses in Philosophy
- 2 Courses in Social Sciences (Sociology, Political Science, Economics, Psychology, and approved courses in the Professional Schools)
- 2 Courses in History
- 2 Courses in Natural Sciences or Mathematics
- 2 Courses in Humanities (English, Modern Language, Classics, Fine Arts, Music, Speech)

Prerequisites to Nursing Courses

- Bi 130, 131, 132, 133—Anatomy and Physiology
- Ch 101, 103, 102, 104—Inorganic and Organic Chemistry
- Bi 220, 221—Microbiology
- Nu 049—Growth and Development
- Nu 050—Nutrition
- Nu 048—Interpersonal Relations
- Nu 047—Values in College Life

Suggested Arrangement of the Baccalaureate Program

Freshman Year 1972-73

SEMESTER I	CREDITS
Bi 130, 131—Anatomy and Physiology	4
Ch 101, 103—Fundamentals of Chemistry	3
Humanities (Core)	3
Sc 001—Introductory Sociology	3
Philosophy (Core) Or Theology (Core)	3

SEMESTER II	CREDITS
Bi 132, 33—Anatomy and Physiology	4
Ch 102, 104—Fundamentals or Organic Chemistry	3
Humanities (Core)	3
Psychology* (Core)	3
Theology (Core) or Philosophy (Core)	3

TOTAL CREDITS—32

* The School of Nursing reserves the right to alter any program or policy outlined in this *Bulletin*.





Sophomore Year 1972-73**

<i>SEMESTER I</i>	<i>CREDITS</i>
Bi 220, 221—Microbiology	3
Nu 051, 052—Care of the Adult (Theory and Practice)	10
Philosophy (Core) or Theology (Core)	3

<i>SEMESTER II</i>	<i>CREDITS</i>
Nu 050—Nutrition	2
Nu 054, 055—Care of the Adult (Theory and Practice)	10
Growth and Development	3

TOTAL CREDITS—31

Junior Year 1972-73

<i>SEMESTER I</i>	<i>CREDITS</i>
Nu 100, 101—Care of Women (Theory and Practice)	5
Nu 105, 106—Nursing of Children (Theory and Practice)	5
History (Core)	3
Theology (Core) or Philosophy (Core)	3

<i>SEMESTER II</i>	<i>CREDITS</i>
Nu 110, 111—Psychiatric Nursing (Theory and Practice)	5
Clinical Elective (Theory and Practice)	5
History (Core)	3
Nu 115—Issues in Nursing	3

TOTAL CREDITS—32

Senior Year 1972-73

<i>SEMESTER I</i>	<i>CREDITS</i>
Nu 155, 156—Community Health Nursing (Theory and Practice)	5
Nu 157—Public Health Science	2
Nu 151, 152—Senior Clinical Nursing (Theory and Practice)	5
Elective	3

<i>SEMESTER II</i>	<i>CREDITS</i>
Nu 150—Senior Nursing Seminar	3
Social Science (Core)	3
Elective	3
Elective	3
Elective	3

TOTAL CREDITS—30

Description of Courses

Course titles followed by an asterisk indicate laboratory course for which a laboratory fee will be charged in addition to the tuition fee.

* Substitute for Nu 047—Values in College Life and Nu 048—Interpersonal Relations 1972-73.

** Changes are anticipated for 1973-74.

Bi 130—Anatomy and Physiology I
(3 credits)

An introductory course presented from the homocentric point of view with the air of correlating structure and function.

Two meetings per week for one semester.

Primarily for students interested in a career in nursing; others are admitted with permission of the instructor.

First semester

Bi 131—Anatomy and Physiology Laboratory I*
(1 credit)

To be taken in conjunction with Bi 130.

Dissection, the study of anatomical models, physiological experiments, and the microscopic examination of tissues.

One two-hour laboratory period per week for one semester.

First semester

Bi 132—Anatomy and Physiology II
(3 credits)

A continuation of Bi 130.

Second semester

Bi 133—Anatomy and Physiology Laboratory II*
(1 credit)

A continuation of Bi 131.

Second semester

Bi 220—Microbiology
(2 credits)

A study of the basic physiological and biochemical activities of micro-organisms; effective methods of destruction; mechanisms of drug action on micro-organisms; and the application of serological and immunological principles in nursing.

Two meetings per week for one semester. Primarily for students interested in a career in nursing; others are admitted with permission of the instructor.

First semester

Bi 221—Microbiology Laboratory*
(1 credit)

To be taken in conjunction with Bi 220.

One two-hour laboratory period per week for one semester.

First semester

Ch 101—Fundamentals of Chemistry
(3 credits)

Prerequisite: One year of high school chemistry.

A course designed primarily for students interested in a career in nursing. The course treats basic chemical concepts and principles to help form a better understanding of vital processes and clinical applications. The course is applicable to the University Core requirement.

First semester

Ch 102—Fundamentals of Organic Chemistry
(3 credits)

Prerequisite: Ch 101.

This course continues the treatment of basic chemical concepts and principles of importance in nursing. It deals with organic and biochemistry

including a study of the structures, reactions and metabolisms of proteins, carbo-hydrates and lipids. The course is applicable to the University Core.
Second semester

Ch 103—Fundamentals of Chemistry Laboratory
(0 credits)

Laboratory required of all students enrolled in Ch 101.
One two-hour period per week.

First semester

Ch 104—Fundamentals of Organic Chemistry Laboratory
(0 credits)

Laboratory required of all students enrolled in Ch 102.
One two-hour period per week.

Sc 001—Introductory Sociology
(3 credits)

A survey of the field of Sociology. Sc 001 or Sc 010 is a prerequisite for all of the courses offered except Sc-003.
Both semesters

Nu 047—Values in College Life
(1 credit)

The course is designed to explore and to create and deepen values in college life.
Not offered 1972-1973.

Nu 048—Interpersonal Relations
(2 credits)

The course is designed as a synthesis of Theology, Morality and Psychology. Principles, concepts, and operational skills essential to the development of freedom, insight and a creative style of participation in qualitative living are emphasized.
Not offered 1972-1973.

Nu 049—Human Growth and Development
(3 credits)

An introductory course concerned with the physical, emotional, psychological, social and spiritual development of the human being from conception through adolescence. Organization is based on developmental stages and associated developmental tasks.

Nu 050—Nutrition
(2 credits)

This course includes a discussion of the nutrients necessary for growth and life; their utilization and function. Related principles of anatomy, physiology and chemistry are included.

Practical application of these principles is emphasized through diet planning for various age, economic and cultural groups, and through development of some marketing skills.

In addition, formal classes and selected learning experiences in nutrition are integrated throughout the program.

Guidance from the instructor is provided, as the student analyzes and seeks solutions to the patient's nutrition problems.

Through her need for a knowledge of therapeutic diets and her increasing skill in modifying them for her patient's needs, the student is able to appreciate the role of diet therapy as an integral part of medical prophylaxis and treatment.

Both semesters

Nu 051—Care of the Adult
(Sophomore year—first semester)
(6 credits)

Nu 025—Care of the Adult, Clinical
(Sophomore year—first semester)
(4 credits)

Nu 054—Care of the Adult
(Sophomore year—second semester)
(6 credits)

Nu 055—Care of the Adult, Clinical
(Sophomore year—second semester)
(4 credits)

Prerequisites: Nu 051 and Nu 052.

The focus of Nu 051, Nu 052, Nu 054 and Nu 055 is on adult with health problems, present or potential. Consideration is given to the aging process, as well as the physiological, psychosocial and spiritual needs of the individual. The Nursing Process of assessment, planning intervention and evaluation is studied and utilized in clinical experience in a variety of hospital settings. The student has 6 hours of nursing theory and 16 hours of correlated clinical practice per week. The faculty assist the students in identifying a Philosophy of Nursing. Seminars, symposiums and field trips are incorporated throughout the courses.

Nu 100-101—The Care of Women
(Theory and Practice)
(5 credits)

This course focuses on the nursing management of the woman patient throughout the reproductive cycle. The influence of function and dysfunction of women's reproductive capacity throughout the life cycle is considered. Emphasis is placed on the uniqueness, maintenance and normalcy of her reproductive function, including obstetrical and gynecological aspects, preparation for marriage and family living, and care of the newborn infant.

During clinical practice sessions, attention is concentrated on the child-bearing process. Selected clinical experiences are offered during other phases of the reproductive cycle.

Both semesters

Nu 105-106—Nursing of Children
(Theory and Practice)
(5 credits each semester)

This pediatric course offered during the junior year, provides an opportunity for the student to learn about the health needs and problems of infants and children. The student experience begins in nursery school to reinforce the healthy aspect of the child and progresses to a hospital situation for the remainder of the course. Class content is presented for discussion in problem centered units, i.e. the immobilized child. Emphasis is placed on the theory and nursing skills necessary to meet the physical and emotional needs of the sick child and his family.

Both semesters

Nu 110-111—Psychiatric Nursing
(Theory and Practice)
(5 credits)

After an initial orientation to the setting and philosophy of the agency, the student is assigned to patients to study the content and process of the development of a relationship with the mentally ill. The focus of the student's

experience is: (1) the use of self as a catalyst for change, growth and creativeness in self and others; (2) the promotion of a therapeutic milieu and (3) the technique of purposeful intervention. As a member of the psychiatric team, the student participates in a constant interchange of critical observation, analysis, communication, supervision and consultation with a variety of individuals: faculty, patients, agency staff, peers, families and community members. The course reflects the current trends in community psychiatric nursing. Classroom activities involve a discussion of the concepts of anxiety, the learning process, nursing intervention, stress and pathological responses to stress, somatic and psychotherapeutic methods of treatment. Provision is also made for the experiential study of group dynamics. Seminars provide an opportunity for discussion of the student's ongoing experiences.

Both semesters

Nu 102-103—Maternity Nursing Elective
(Theory and Practice)
(5 credits)

Prerequisites: Nu 100-101.

This elective course is available to students during the second semester of the junior year. The course is directed toward developing increased knowledge and understanding of some of the more recent developments and their application to the preventive and therapeutic care of women and their infants—including dysfunctions of the reproductive cycle, the unborn infant in utero and the ill newborn.*

Clinical practice is aimed at the development of increased proficiency in determining and administering nursing care to women and infants. Experiences are selected by each student from a variety of offerings within the scope of the theory content.

Seven weeks, once each semester

Nu 107-108—Pediatric Nursing Elective
(Theory and Practice)
(5 credits)

The Pediatric elective offers the Junior student the opportunity to:

- 1) Identify the principles and components of Nursing Leadership applied to the Care of the Child and his Family, and
- 2) Acquire the advanced knowledge and skills necessary for children with complex health problems. The student may elect to advance her skills in care for the acutely ill, hospitalized child or to develop new skills in working with a child with a developmental disability, such as mental retardation or hyperactivity. Emphasis will be placed on the child as a family member.

The student is also helped to identify her own clinical objectives, and she evaluates her progress, clinically, toward these goals.

Second semester

Nu 112-113—Psychiatric Nursing Elective
(Theory and Practice)
(5 credits)

Prerequisite: Nu 110-111.

This seven-week course is offered to students during the second semester of the junior year. Both theoretical concepts and clinical practice are designed to develop or enhance the student's leadership ability in the psychiatric setting. Theories relative to change, systems of organization and leadership are presented. Students select concepts related to current practices in psychiatric

* Leadership content is integrated throughout course.

nursing for further exploration. Clinical practice focuses on working with groups of patients with common problems, with families of patients, and with staff to innovative changes in the therapeutic milieu according to the objectives of the student.

Nu 115—Issues in Nursing
(3 credits)

The orientation of the professional nurse to major issues in the health field. Economic, social and educational trends, past and present, and their influence on nursing are discussed. Rights and obligations of professional status within nursing is emphasized.
Both semesters

Nu 150—Senior Seminar
(3 credits)

This course emphasizes research as an integral part of professional nursing practice. Having identified a nursing problem, the student designs and implements a research study on an independent basis, employing faculty consultation throughout the various phases of the study.

Weekly seminars are devoted to an exploration of the research process, analysis of published research reports, interactions regarding students' individual studies, and discussion of the contribution of research in promoting change in nursing practice.
Both semesters

Nu 151—Senior Clinical Nursing
(3 credits)

The primary objective of the course is to increase and synthesize knowledge relevant to the generalist providing nursing care for several acutely ill adults with complex health problems. From the perspective of General Systems Theory, scientific concepts and processes will be studied and utilized in seminars and clinical experiences. Students will be assisted in presenting select theoretical dimensions of the course, and in collaborating with agency personnel to maximize the health levels of adults.
Seven weeks, twice each semester

Nu 152—Senior Clinical Nursing Practicum
(2 credits)

Students will utilize clinical facilities on two consecutive eight-hour days each week as relevant to the objectives of Senior Clinical Nursing.

Nu 155—Community Health Nursing
(3 credits)

This course encourages the student to deepen and broaden her nursing process skills through study of how families and communities perceive and solve issues related to the promotion, maintenance, and restoration of health. Emphasis is placed on knowledge of the activities of consumers, para-professionals, and other health professionals in order to prepare the student for collaborative and leadership functions in the emerging health care system. To be taken concurrently with Nu 156.
Both semesters

***Nu 156—Community Health Nursing, Clinical**
(2 credits)

This course enables the student to develop nursing strategies appropriate to helping families solve health problems. Through serving as community

health nurse for several families in her assigned community, the student furthers her skills in interviewing, teaching, counseling, and interdisciplinary collaboration. The student is helped to identify and apply theories about man's biological, psychological and sociological nature to her family-centered nursing intervention. In addition, she uses selected public health science principles, such as the epidemiological approach, to observe and study the community in which her assigned families live. To be taken concurrently with Nu 155.

**Nu 157—Public Health Science
(2 credits)**

The purpose of this course is to present to the student a broad view of public health programs as practiced by official and voluntary agencies. Emphasis is placed on the understanding of health and social problems of the community and family. Special consideration is given to current programs in public health. The growing interest in medical care is presented as an integral part of public health. The course is intended not only for the student primarily interested in public health but also for those whose interests are centered in some other field of nursing. For both groups, stress is placed on the expanding horizon of public health programs. It includes principles of biostatistics, environmental sanitation and current research in the field of public health. The principles of epidemiology as applicable to communicable and non-communicable disease are presented. Both semesters

**Nu 120—The Nursing Process
(3 credits)**

The Registered Nurse student is provided an opportunity to broaden her concept of professional nursing through study of the elements of professional practice including a systematic assessment of patients' needs, identification of appropriate nursing actions, development of a plan of care based on definite goals, implementation of that plan of care and evaluation of the effectiveness of the care.

This course, previously taught in the classroom, has been adapted for open-circuit television viewing, in cooperation with the WGBH Educational Foundation. Information on broadcast times and on-campus viewing may be obtained through the Registrar's Office. Both semesters

**Nu 121—The Nursing Process Practicum
(6 credits)**

Prerequisite: Nu 120 (May be taken concurrently).

The Registered Nurse student improves her practice of professional nursing by increasing skill in the assessment of patients' needs and in the development, implementation and evaluation of individualized nursing care plans. Both semesters

**Nu 158—Nursing Leadership
(5 credits)**

This course is offered for Registered nurses and integrated with Nu 155, Nu 156-Community Health Nursing. The leadership role of the nurse is explored in relation to theories of leadership, human relations, and group work principles. Both semesters

* Students should plan on having a car available for use in family visiting when having community health nursing clinical experience.

Honors Courses

Nu 140—Systems of Health Care (3 credits)

The Honors student is oriented to health care, past and present, within the framework of systems theory. The nursing component within various systems is emphasized in terms of its contribution to the delivery of health services and patient care. Pressing issues of contemporary society are identified and their role in shaping health care trends discussed.

Junior year, first semester

Nu 141—Honors Nursing I—Theory and Research (6 credits)

Nu 142—Honors Nursing I—Clinical (6 credits)

The Honors student in Nursing is introduced to prevention of illness and health maintenance. Recipients of nursing care include well or marginally well individuals and groups of all ages. The settings for nursing practice include homes, schools, and various community agencies.

Junior year, first semester

Nu 143—Strategies for Change (3 credits)

An orientation to the strategies for planned change and their application to systems of health care. Strategies utilized by selected nurses in effecting change are identified and discussed. The Honors student tests the effectiveness of various strategies when applied to problems of health care.

Junior year, second semester

Nu 144—Honors Nursing II—Theory and Research (6 credits)

Nu 145—Honors Nursing II—Clinical (6 credits)

Prerequisite: Nu 141, 142.

This two-semester Honors course represents an integrated approach to the nursing care of individuals and groups with acute illness; that is, secondary prevention of illness. The primary settings for nursing practice are institutions which focus on acute health care for individuals of all ages.

Junior year, second semester

Nu 174—Introduction to Nursing Research (3 credits)

The integral relationship between nursing theory, research and practice is stressed. The problems of research within a practice discipline are identified through the analysis of selected nursing studies. Research is presented as a disciplined, scientific approach to problems of patient care.

Senior year, first semester

Nu 175—Independent Study (3 credits)

Prerequisite: Nu 174.

The Honors students carry out a small-scale research study based on a prospectus developed the preceding semester. Implications for nursing practice, theory, and future research are identified. Findings are presented to a group for whom the study has special significance.

Senior year, second semester

**Nu 181—Honors Nursing II—Theory and Research
(6 credits)**

**Nu 182—Honors Nursing II—Clinical
(6 credits)**

Prerequisite: Nu 144, 145.

Continuation of Nu 144 and 145.

Senior year, first semester

**Nu 183—Honors Nursing III—Theory and Research
(3 credits)**

**Nu 184—Honors Nursing III—Clinical
(3 credits)**

Prerequisite: Nu 181, 182.

Introduces the Honors student to the concepts of chronicity and rehabilitation within the framework of tertiary prevention of illness. The goal of practice is to assist individuals and groups of all ages to obtain the highest level of physical and emotional function of which they are capable. During a seven-week period, the Honors student moves freely among institution, family, and community, as dictated by the health needs of the individual or group with whom she is working.

Senior year, second semester

**Nu 185—Honors Nursing IV—Theory and Research
(3 credits)**

**Nu 186—Honors Nursing IV—Clinical
(3 credits)**

Prerequisite: Nu 183, 184.

The Honors student chooses an area of nursing practice or a health setting in which to deepen her cognitive, communication, and psychomotor skills. She consults regularly with a faculty tutor who is a specialist in the chosen clinical area. The concrete end-product of this course is an Honors thesis: an in-depth study of some aspect of her nursing activities over the seven-week period of directed practice.

Senior year, second semester



Administrative and Faculty Directories

The School of Nursing

Administration

Mary Dineen, B.S., M.A., Ed.D., *Dean*
Anne K. Kibrick, R.N., Ph.D., *Chairman, Graduate Programs*
Marie Eppinger, B.S.E., M.B.A., *Administrative Assistant*
Katherine R. McQueeney, M.A., *Registrar*
Edward Callahan, S.J., *Spiritual Counselor*
Mary L. Pekarski, M.B., B.S.L.S., *Librarian*
Chris Merkle, B.A., M.A., Ed., *Staff Psychologist*
Marie Andrews, R.N., B.S., M.S., *Director of Continuing Education*

Faculty

Marie S. Andrews, *Professor of Nursing Education*
B.S., Massachusetts General Hospital School of Nursing; M.S., Boston University.

Ellen Bral, *Assistant Professor of Medical-Surgical Nursing*
B.S.N., St. John College; M.S., Boston College; Ph.D., Cand., New York University.

Ann Burgess, *Associate Professor of Psychiatric Nursing*
B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University.

Mary E. Calnan, *Associate Professor of Medical-Surgical Nursing*
B.S., Rivier College; M.Ed., Boston University.

Clare Cavanagh, *Instructor in Nursing of Children*
B.S., Fitchburg State College; M.S., Boston College

Nancy Chevalier, *Instructor in Nursing of Children*
B.S., Ohio State University; M.S., Boston College.

Teresa J. Chopoorian, *Assistant Professor of Maternal and Child Nursing*
B.S., University of Rhode Island; M.S., Boston University.

Sarah Cimino, *Instructor in Medical-Surgical Nursing*
B.S., California State College, L.A.; M.S., Boston College.

Patricia Cremins, *Instructor in Medical-Surgical Nursing*
B.S., Boston College; M.S., Boston University.

Mary E. Devaney, *Assistant Professor of Project: Nursing Television*
B.S., Boston College; M.S., University of Michigan.

- Eleanor R. Doane, *Assistant Professor of Community Health Nursing*
B.S., M.S., Simmons College.
- Mary Ellen Doona, *Instructor in Psychiatric Nursing*
B.S., M.S., Boston College.
- Joyce Dwyer, *Associate Professor of Maternal and Child Nursing*
B.S., M.S., Boston College.
- Laurel A. Eisenhauer, *Assistant Professor of Medical-Surgical Nursing*
B.S., Boston College; M.S., University of Pennsylvania.
- Nancy J. Gaspard, *Associate Professor of Community Health Nursing*
B.S., Boston University; M.Ed., University of Florida; M.P.H., University of California (L.A.); Dr. P.H., University of California (L.A.).
- Elizabeth M. Grady, *Assistant Professor, Senior Nursing Seminar*
B.S., M.S., Boston College.
- Linda Grimm, *Instructor of Maternal and Child Nursing*
B.S., University of the State of New York; M.S., Case Western Reserve University
- Joan Grindley, *Instructor of Maternal and Child Nursing*
B.S., Boston College School of Nursing; M.S., University of Pennsylvania
- Shirley Lee Guenthner, *Assistant Professor of Maternal and Child Nursing*
B.S., University of North Carolina; M.S., Boston University.
- Patricia B. Harrington, *Associate Professor of Nutrition*
B.S., University of Massachusetts; M.Ed., Boston University.
- Carol Hartman, *Associate Professor of Psychiatric Nursing*
B.S., A.M., University of California (L.A.); D.N.Sc., Boston University.
- L. Marion Heath,* *Associate Professor of Psychiatric Nursing*
B.S., M.S., Boston University.
- Melva Jo Hendrix, *Assistant Professor of Psychiatric Nursing*
B.S., M.S., University of Maryland; D.N.Sc., Boston University.
- Eileen C. Hodgman, *Instructor in Honors Program*
B.S., Boston College; M.S., Yale University.
- Bernadette P. Hungler,* *Associate Professor of Medical-Surgical Nursing*
B.S., Georgetown University; M.S., Boston College.
- Amy Jean Joyce, *Assistant Professor of Medical-Surgical Nursing*
B.S., M.S., Boston College.
- Rita Kelleher, *Professor of Nursing Education*
B.S., Columbia University; M.Ed., Boston University; Ph.D. (Hon.), Boston College.
- Anne K. Kibrick, *Professor of Nursing Education*
B.S., Boston University; M.A., Columbia University Teachers College; Ed.D., Harvard University.
- Christa J. Klute, *Assistant Professor of Psychiatric Nursing*
B.S., M.S., Boston University.
- Rosemary Karwczyk, *Instructor of Medical-Surgical Nursing*
B.S., College of St. Catherine; M.S., Boston College.

* Sabbatical 1972-73

- Elizabeth Kudzma, *Instructor of Maternal and Child Nursing*
B.S., M.S., Boston College.
- Lucie Ludke, *Instructor of Psychiatric Nursing*
B.S., Russell Sage College; M.S., Case Western Reserve University.
- Mary MacDonald, *Assistant Professor of Maternal and Child Nursing*
B.S., College of Catherine; M.S., University of Colorado.
- Helen Manock,* *Associate Professor of Interpersonal Relations*
B.S., A.M., Columbia University.
- Barbara Masser, *Instructor of Project: Nursing Television*
B.S., University of Pennsylvania; M.S., Boston College.
- Ann M. Maughn, *Instructor of Medical-Surgical Nursing*
B.S., Boston College; M.S., Boston University.
- Nancy C. McCarthy, *Instructor of Community Health Nursing*
B.S., Boston College; M.S., Boston University.
- Frances Melia, *Assistant Professor of Maternal and Child Nursing*
B.S., Columbia University; M.S., Boston University.
- Anita Milch, *Instructor of Medical-Surgical Nursing*
B.S., M.S., Boston University.
- Paula Minehan, *Assistant Professor of Project: Nursing Television*
B.S., M.S., Boston College.
- Maureen O'Brien,** *Associate Professor of Medical-Surgical Nursing*
B.S., M.S., Boston College.
- Josephine O'Callahan, *Instructor of Medical-Surgical Nursing*
B.S., M.S., Boston College.
- Marguerite M. O'Malley, *Assistant Professor, Senior Nursing Seminar*
B.S., M.Ed., Boston College.
- Jean A. O'Neil, *Assistant Professor of Medical-Surgical Nursing*
B.S., M.S., Boston College.
- Denise Perron, *Instructor of Medical-Surgical Nursing*
B.S., Boston College; M.N., University of California (L.A.).
- Sr. Evelyn Quinlan, *Instructor of Medical-Surgical Nursing*
B.S., M.S., Catholic University of America.
- Patricia Regan, *Assistant Professor of Medical-Surgical Nursing*
B.S., M.S., Boston College.
- Pearl Romm, *Instructor of Community Health Nursing*
B.S., Boston College; M.S., Boston University.
- Ann Roy, *Instructor of Project: Nursing Television*
B.S., University of Pittsburgh; M.S., Boston College.
- Katherine Ryan Rowley, *Instructor of Community Health Nursing*
B.S.N., Boston University; M.S., Boston College.
- Pauline R. Sampson, *Assistant Professor of Medical-Surgical Nursing*
B.S., M.Ed., Boston College.

* Sabbatical 1972-73

** Leave of Absence 1972-73

Mary Seidel, *Assistant Professor of Nursing of Children*
B.S., Boston College; M.S., Boston University.

Judith Serreze, *Instructor of Community Health Nursing*
B.S., Cornell University; M.S., Boston University.

Mary C. Sheehan, *Assistant Professor of Medical-Surgical Nursing*
B.S., M.S., Boston College.

Louise Stebbins, *Instructor in Psychiatric Nursing*
B.S., Russell Sage College; M.S., University of Maryland

Ruth Strebe,** *Assistant Professor of Medical-Surgical Nursing*
B.S., University of Buffalo; M.S., Columbia University.

Dorothy J. Walker, *Associate Professor of Research*
B.S., Louisiana State University; M.S., Ph.D., St. Louis University.

Anne R. Wallace, *Instructor of Nursing of Children*
B.S., M.S., Boston University.

Lecturers

Helen Keliher, R.N., M.S., *Growth and Development*
B.S., Boston College; M.S., Boston University.

William Lynch, M.D., *Obstetrics*
A.B., Boston College; M.D., Tufts University School of Medicine.

A. Daniel Rubenstein, M.D., *Public Health Science*
A.B., Harvard College; M.D., Boston University School of Medicine; M.P.H.,
Harvard School of Public Health.

Associates

Minnie Cohen, R.N., *Educational Director*
Boston Visiting Nurse Association, Boston Massachusetts.

Shirley Buckner, R.N., *Director of Nursing*
South Shore Hospital, Weymouth, Massachusetts.

Patricia Curran, R.N., *Director of Nursing*
Sancta Maria Hospital, Cambridge, Massachusetts.

Alice M. Dempsey, R.N., *General Director*
Visiting Nurse Association, Boston, Massachusetts.

Virginia Fitzgerald, R.N., *Director*
Public Health Nursing, City of Boston,
Department of Health and Hospitals.

Ann G. Jackson, R.N., *Educational Supervisor*
City of Boston, Department of Health and Hospitals.

Mary MacDonald, R.N., *Director*
Department of Nursing, Massachusetts General Hospital, Boston, Massachusetts.

Marilyn Matte, R.N., *Director of Nursing*
Massachusetts Mental Health Center, Boston, Massachusetts.

Gail McGuire, R.N., *Executive Director*
Waltham Visiting Nurse Association, Waltham, Massachusetts.

** Leave of Absence 1972-73

Jean McNally, R.N., *Executive Director*
 Brockton Visiting Nurse Association, Brockton, Massachusetts.

Sister Eleanor Marie, D.C., R.N., *Director of Nursing Service*
 St. Margaret's Hospital, Dorchester, Massachusetts.

Sister Ellen, R.N., *Administrator*
 Joseph P. Kennedy, Jr. Memorial Hospital, Brighton, Massachusetts.

Martha L. Sacci, R.N., *Chairman*
 Department of Nursing, New England Medical Center Hospitals, Boston, Massachusetts.

Marie Schaechter, R.N., *Director of Nursing Service*
 Boston City Hospital, Boston, Massachusetts.

Margaret Shanley, R.N., *Director of Nursing*
 Cambridge Hospital, Cambridge, Massachusetts.

Jean Steel, *Director*
 Visiting Nurse Association, Framingham, Massachusetts

Ann Thompson, R.N., *Director*
 Public Health Nursing, Massachusetts Department of Public Health.

Mary Welter, R.N., *Director of Nursing Service*
 St. Elizabeth's Hospital, Brighton Massachusetts.

The University

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James J. Devlin, <i>Secretary</i>	W. Seavey Joyce
Raymond C. Baumhart	William J. Kenealy
Charles F. Donovan	William J. O'Halloran

The Board of Directors

S. Joseph Loscocco, <i>Chairman</i>	Avram Goldberg
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Christopher J. Duncan	Cornelius Owens
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Joseph A. Fitzmyer	Joseph L. Shea
Thomas Fleming	Thomas J. White

The Officers of the University

Rev. W. Seavey Joyce, S.J., Ph.D.	<i>President</i>
Rev. Charles F. Donovan, S.J., Ph.D.	<i>Senior Vice President and Dean of Faculties</i>
Rev. Thomas Fleming, S.J., A.M., S.T.L.	<i>Treasurer and Vice President</i>
James P. McIntyre, D.Ed.	<i>Vice President for Student Affairs</i>
Rev. Francis B. McManus, S.J., A.M.	<i>Secretary of the University</i>
John R. Smith, B.S., M.B.A.	<i>Financial Vice President</i>

Administrative Officials

Deans

To be appointed	<i>Dean The College of Arts and Sciences</i>
Rev. George R. Fuir, S.J., A.M., S.T.L.	<i>Dean The Summer Session</i>
Donald J. White, Ph.D.	<i>Dean The Graduate School of Arts and Sciences</i>
Rev. Oliva Blanchette, S.J., Ph.D.	<i>Associate Dean of Faculties Dean The School of Philosophy</i>
Rev. Joseph A. Devenny, S.J., Ph.D.	<i>Dean The Weston College School of Theology</i>
Richard G. Huber, LL.M.	<i>Dean The Law School</i>
Rev. James A. Woods, S.J., M.A.T., S.T.B.	<i>Dean The Evening College of Arts, Sciences and Business Administration</i>
Edmund M. Burke, Ph.D.	<i>Dean The Graduate School of Social Work</i>
Albert J. Kelley, Sc.D.	<i>Dean The School of Management</i>
Mary Dineen, B.S., M.A., Ed.D.	<i>Dean The School of Nursing</i>
Lester Przewlocki, Ph.D.	<i>Dean The School of Education</i>

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Charles H. Baron, A.B., LL.B.	<i>Associate Dean The Law School</i>
John G. Bolin, Ed.D.	<i>Director of the Office of Institutional Planning and Research</i>
J. Joseph Burns, M.D.	<i>Director of Medical Services</i>
Rev. David F. Carroll, S.J., A.M.	<i>Faculty Moderator of Athletics</i>
J. Stephen Collins, M.S., C.P.A.	<i>Director of Financial Aid</i>
Rev. Brendan C. Connolly, S.J., Ph.D.	<i>Director of Libraries</i>
Justin C. Cronin, M.B.A.	<i>Assistant Dean The School of Management</i>
James A. Delay, A.B.	<i>Director of Public Relations</i>
Rev. James J. Devlin, S.J., A.M., M.S.	<i>Director of Campus Planning</i>
George Donaldson, M.B.A.	<i>Director of Placement</i>
Edward C. Driscoll, A.B.	<i>Business Manager</i>
Kevin P. Duffy, M.S. Ed.	<i>Director of Housing</i>

Rev. Walter J. Feeney, S.J., Ph.D.	Acting Associate Dean The Graduate School of Arts and Sciences
Rev. John F. Fitzgerald, S.J., A.M., M.S., S.T.L.	Registrar of the University
Christopher J. Flynn, Jr., A.M., J.D.	Associate Dean The School of Management
William J. Flynn, M.Ed.	Director of Varsity and Intramural Athletics
Marc A. Fried, Ph.D.	Director of the Institute of Human Sciences
Mary D. Griffin, Ph.D.	Associate Dean The School of Education
Rev. Edward J. Hanrahan, S.J., A.M.	Dean of Students
August T. Jaccaci, M.A.T.	Director of Special Curricular Programs
Albert G. Jacobbe, M.A.	Director of Student Activities
Weston M. Jenks, Jr., A.M., M.Ed.	Director of University Council on Counseling Services
Paul M. Kane, J.D.	Assistant Dean The Law School
Raymond F. Keyes, M.B.A.	Assistant Dean The School of Management
Lorraine Kinnane, A.M.	Director of the Office of Testing Services
Francis J. Larkin, B.S., LL.M.	Associate Dean The Law School
Richard J. Leonard, B.S., B.A., C.P.A.	Controller
Richard Maffei, Ph.D.	Associate Dean The School of Management
John J. Maguire, Ph.D.	Director of Admissions
Rev. Leo McDonough, S.J., A.M., M.S.	University Chaplain
Henry J. McMahon, A.M.	Associate Dean The College of Arts and Sciences
Raymond J. Mitchell, M.Ed.	Director of University Publications
Rev. John A. O'Callaghan, S.J., Ph.D.	Faculty Moderator of the Alumni
Richard J. Olsen, M.B.A.	Executive Assistant to the President
Rev. Joseph B. Pomeroy, S.J., M.S.	Director of the Computer Center
Fred John Pula, Ed.D.	Director of University Audio-Visual Services
Leo V. Sullivan, B.S.	Director of Personnel
David E. Tanenbaum, D.S.W.	Associate Dean The Graduate School of Social Work
Rev. Edmond D. Walsh, S.J., A.M.	Dean of Admissions
John F. Wissler, B.S.B.A.	Executive Director of the Alumni Association
Robert L. Wood, B.S.	Director of Buildings and Grounds

Academic Calendar

1972-1973

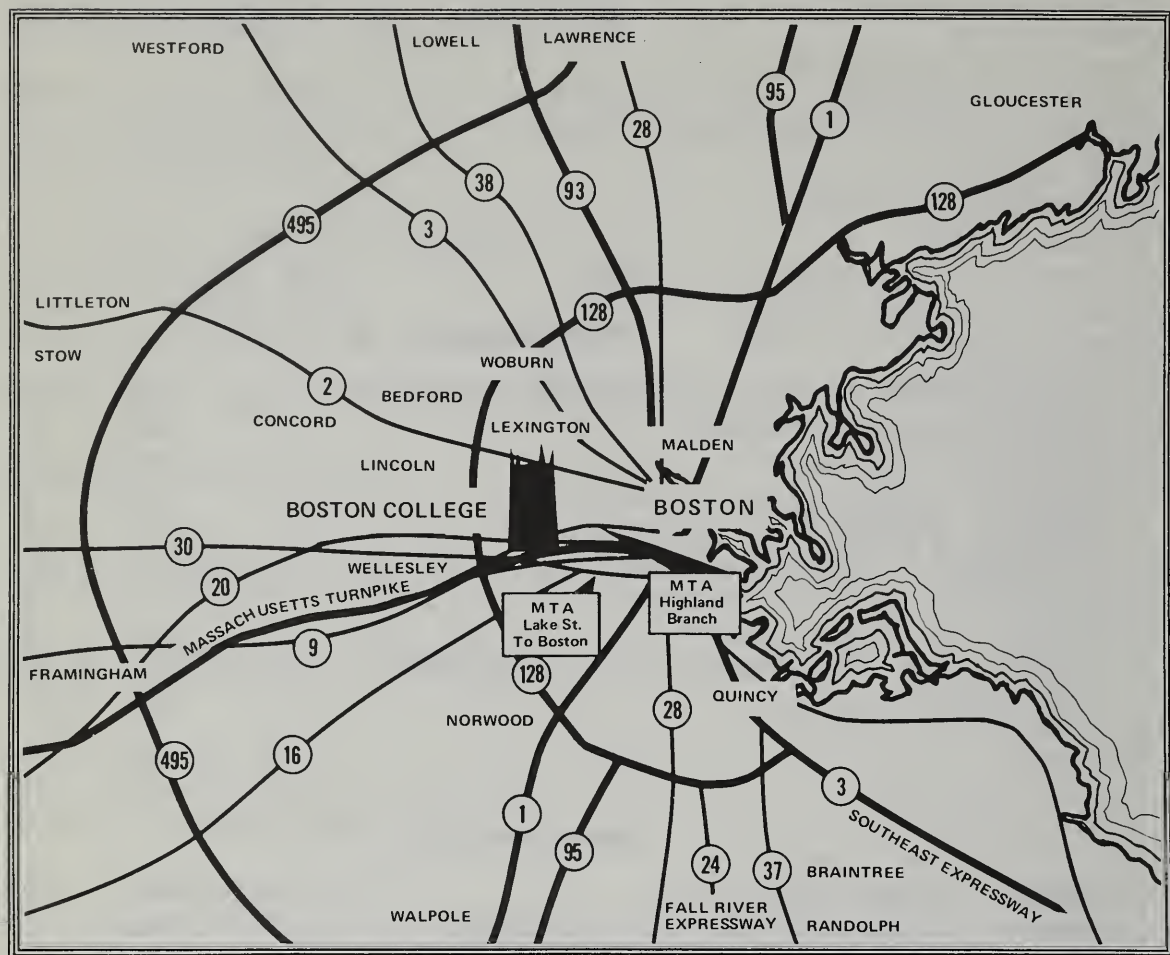
First Semester

Monday-Friday: Registration; Freshman Orientation	Sept. 11-15
Friday: Faculty Convocation	Sept. 15
Monday: Classes begin	Sept. 18
Monday: Columbus Day—no classes	Oct. 9
Monday: Veterans Day—no classes	Oct. 23
Wednesday: Thanksgiving holidays begin at noon	Nov. 22
Tuesday: Christmas holidays begin at close of classes	Dec. 19
Wednesday: Classes resume	Jan. 3
Monday-Friday: Registration for second semester	Jan. 15-19
Term examinations	Jan. 15-23

Second Semester

Monday: Classes begin	Jan. 29
Monday: Washington's Birthday—no classes	Feb. 19
Friday: President's Day—No classes	Mar. 16
Monday-Friday: Winter Recess	Mar. 19-23
Monday: Classes resume	Mar. 26
Thursday-Monday: Easter Recess	Apr. 19-23
Tuesday: Classes resume	Apr. 24
Friday: Final class day for second semester	May 11
Term examinations	May 14-22
Monday: Commencement	June 4

DIRECTIONS FOR VISITORS TO BOSTON COLLEGE



Located between Commonwealth Avenue (Route 30) and Beacon Street in Chestnut Hill, Massachusetts, the University Heights campus of Boston College is easily accessible from all approaches.

Visitors arriving at Logan International Airport will find ample means of transportation into downtown Boston. Interstate bus lines all have terminals in the heart of the city.

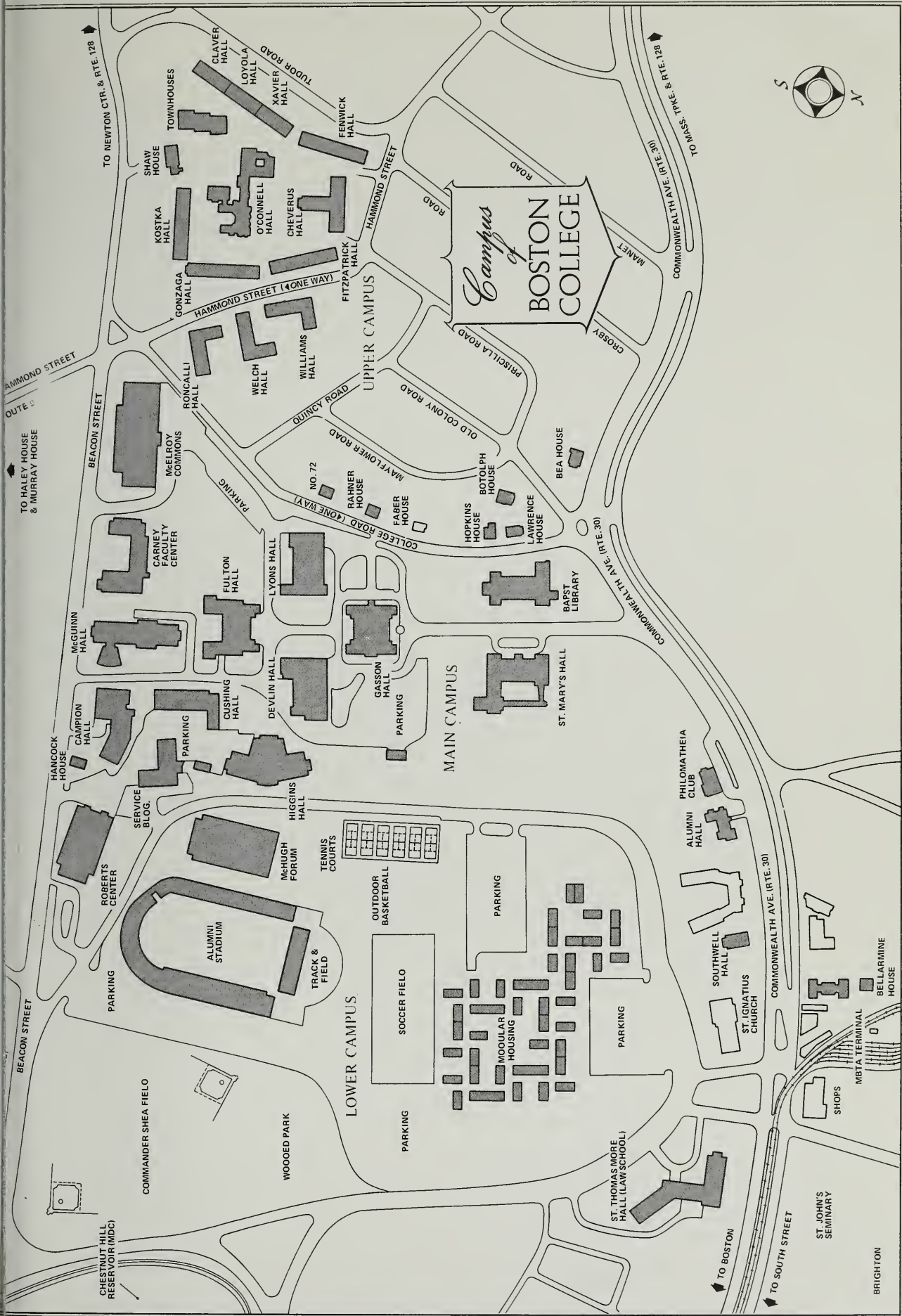
From downtown Boston, visitors may travel directly to the Heights by taxi or may take the Boston College-Commonwealth Avenue trolley car out of Park St. Station and to the end of the line, where the campus is only a short walk up the hill.

For those driving to Boston College, the auto routes are easily traveled and plainly marked.

From the south and southeast—Routes 95 and 24 north, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the west and southwest (e.g. New York City, New Jersey, etc.)—Routes 15 or 91 north, to the Massachusetts Turnpike (Route 90) east, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the north and northeast—Routes 3, 93 and 95 (U.S. 1) south, to Route 128 south, to Route 30 (Commonwealth Avenue) east, directly to Boston College.



Boston College
Chestnut Hill, Massachusetts 02167

